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The Relationship Between Self-Esteem and Achievement in an
ROTC Leadership Development and Assessment Setting

(TITLE)

BY

ROBERT W. DINNEN

FIELD EXPERIENCE
~~THESIS~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
Specialist in Educational Administration

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1993

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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Abstract

This study was designed to determine whether there was a positive relationship between an individual's self-esteem and their achievement in a leadership development and assessment setting. While correlational studies have been conducted utilizing self-esteem and achievement as variables, no known study has been conducted with achievement at ROTC Advance Camp as a dependent variable. The hypothesis tested focused on determining if there is a positive relationship between self-esteem and achievement at ROTC Advance Camp. Sixty-six ROTC cadets from five select universities in the state of Illinois were administered the Barksdale Self-Esteem Evaluation Number 35. The results of their evaluation was compared to their achievement at the ROTC Advance Camp held at Fort Lewis, Washington in the summer of 1993. The major finding of the study was a statistically significant positive relationship between self-esteem and achievement at ROTC Advance Camp.

Chapter I

Overview of the Problem

Introduction

College students enrolled in the Reserve Officers' Training Corps (ROTC) program are pursuing a commission as an Officer in the United States Army, the National Guard or the Army Reserve, while working toward an academic degree. A key component of their academic curriculum is centered on leadership and their development as effective leaders. A critical element in the overall educational experience for students in ROTC is the evaluation of their leadership potential and performance at a practical, hands-on camp. The ROTC leadership development and assessment advance camp is normally conducted between a student's junior and senior year of college.

Incorporated in the body of knowledge of leadership development utilized in ROTC programs throughout the nation for developing effective leaders are a number of leadership theories and models. This

information deals mainly with leadership development as interaction between individuals. Leadership development, as it relates to an interaction with oneself or how one feels about oneself, is rarely explored. The purpose of this study was to explore the relationship between an individual's self-esteem and his/her achievement in a leadership development and assessment setting, more specifically, ROTC Advance Camp.

The hypothesis to be tested in this study was:

There is a positive relationship between self-esteem and achievement at ROTC Advance Camp.

The Null Hypothesis was:

There is no relationship between self-esteem and achievement at ROTC Advance Camp.

Statement of the Problem

A number of studies have been conducted that explore the relationship between self-esteem and achievement in leadership development settings. However, no known study has been conducted that explores the relationship between self-esteem and

achievement utilizing the ROTC Advance Camp as a leadership development and assessment setting. An individual's self-esteem and the performance of those who are being trained to become leaders is rarely explored in ROTC leadership development settings. The problem that led to the selection of the topic was that while relational studies have been conducted utilizing self-esteem and achievement as variables, no known study has been conducted in an ROTC leadership development and assessment setting.

Limitations of the Study

This study was limited to the students enrolled in ROTC at five universities in Illinois (Eastern Illinois University, Western Illinois University, Southern Illinois University-Carbondale, Illinois State University, and the University of Illinois-Urbana/Champaign) who were scheduled to attend ROTC Advance Camp at Fort Lewis, Washington in the summer of 1993.

This study dealt only with self-esteem as it relates to leadership achievement in a leadership

development and assessment setting at ROTC Advance Camp. Achievement on a campus setting was not studied. The assessment of leadership achievement focused on 16 dimensions of leadership evaluated at the ROTC Advance Camp:

1. Oral Communications
2. Written Communications
3. Oral Presentation
4. Initiative
5. Sensitivity
6. Influence
7. Planning and Organization
8. Delegation
9. Administrative Control
10. Problem Analysis
11. Judgment
12. Decisiveness
13. Technical Competence
14. Physical Stamina
15. Mission Accomplishment
16. Followership

This study was limited to these leadership dimensions. It was assumed that self-esteem as it relates to achievement in a leadership development and assessment setting did not vary from one group of college level ROTC students to the next. It was further assumed that all personnel involved in this study were cooperative and that the ROTC students related their true beliefs in the self-report of their self-esteem.

Definition of Terms

Leadership (in the context of the U.S. Army): The process of influencing others to accomplish a goal by providing purpose, direction, and motivation.

Leadership Achievement: The score received on a five point scale, with 5 being the highest (5,4,3A,3B,3C), at ROTC Advance Camp. The terms leadership performance and leadership achievement are used interchangeably.

Leadership Assessment: The evaluative portion of leadership development that involves comparing performance to a standard or performance indicator,

giving feedback, and developing a plan to improve leadership performance.

Leadership Development: The process of education, and practical application of leadership principles.

Reserve Officers' Training Corps (ROTC): A leadership development program taught on university campuses and military posts that may culminate in a commission as an Officer in the United States Army, Army National Guard, or Army Reserve.

ROTC Advance Camp: Six weeks of practical application and assessment of leadership skills learned during the time a student has been enrolled in the ROTC Program up to and including his/her junior year of college. The camp is generally held at Fort Lewis, Washington or Fort Bragg, North Carolina.

Self-Esteem: A person's overall assessment of his/her worth as a person or how one feels about oneself.

Chapter II

Rationale, Related Literature, and Research

Rationale

This study explored self-esteem as it relates to achievement in a leadership development and assessment setting, specifically, ROTC Advance Camp. Numerous studies have been conducted to understand leadership and the makeup of leaders. There are nearly as many concepts and theories of leadership as there are types of leaders. One constant is that the U.S. Army has a continuous need for highly effective and efficient leaders to fill its ranks in both peacetime and war.

A number of research studies have found self-esteem to be higher in leaders than in their followers. Despite these studies, and the apparent link between self-esteem and leadership achievement, the current U.S. Army Field Manual on Leadership (FM 22-100, 1990) does not make reference to the term self-esteem.

While studies have been conducted utilizing self-esteem and achievement as variables, no known study has

been conducted with self-esteem and achievement in an ROTC leadership development and assessment setting as variables.

With the current U.S. military drawdown and reduction in force, the need for a smaller cadre of highly qualified leaders is apparent. If the hypothesis being tested in this study, that there will be a positive relationship between self-esteem and achievement at ROTC Advance Camp is proven to be true, then greater emphasis can be placed on increasing future Army leaders' self-esteem. This should result in increasing the quality of leadership among the officers in the U.S. Army.

Significance of the Study

Leadership performance and the assessment of leadership potential, in its many varied forms, may have self-esteem as a common denominator. The uniqueness of this study is in furthering that supposition with the hypothesis that there will be a positive relationship between self-esteem and achievement at ROTC Advance Camp.

If this correlation is shown to exist, greater emphasis should be placed on increasing the self-esteem of individuals who are being trained in leadership techniques, thereby enhancing the development of their leadership potential.

Leadership development, and educational practice may be enhanced by incorporating self-esteem enhancing instruction in leadership development curricula for ROTC students. This may be accomplished if it is shown that self-esteem is related positively to achievement of students in the ROTC Advance Camp leadership development and assessment setting. The effects of this study will, as a minimum, be applied at the ROTC program at Eastern Illinois University and could possibly be applied at the over 350 ROTC programs nationwide, if incorporated by the U.S. Army.

This study could have positive implications for a minimum of 100 students enrolled in the ROTC program at Eastern Illinois University and possibly for the over 5,000 students enrolled in ROTC programs throughout the nation per year. Relating self-esteem to leadership

achievement, specifically to ROTC Advance Camp, provided the uniqueness of this study.

Review of Literature

In an overview of the rules of leadership, Blades (1986), explains that though the study and practice of leadership are centuries old, a single widely accepted theory of leadership still does not exist. He indicated that neither academic theorists, nor military leaders have provided consensus about what factors cause group performance to be enhanced. He explained that these people do generally agree that leadership plays a critical role in how well an organization performs. According to Blades, good leaders are thought to cause more successful organizations and outcomes, while poor leaders are thought to produce less successful results. Blades explains that this is true whether military leaders, elected officials, or business officials are concerned.

Palmer (1990), in discussing the logic of assessment, stated that if a leader performs well in assessment opportunities for a targeted position, then

the leader will do well in the actual leadership position. This is true if the opportunities are similar to the targeted position. He indicated that assessment is normally used for either selection or development, and if for developmental purposes, an organization can assess individual leaders at various stages. This provides for improved performance through professional development and growth.

Assessing the U.S. Army's leadership assessment programs, Palmer (1990), postulated that the ROTC Leadership Assessment Program is currently the Army's most successful established leadership assessment program. He explained that with the ROTC Advance Camp as the assessment vehicle, the final assessment results, in the form of 16 leadership dimensions, are a key component in determining a future officer's placement in the Active Army or the Army Reserve Forces.

In Green Tab Leadership (1986), certain characteristics that were found to be remarkably similar and shared by leaders who had been successful

in combat were discussed. This manual is universally used in ROTC programs to inspire ROTC students to be outstanding leaders through a deep understanding of traditional leadership values. It provides for leadership training of all junior level ROTC students prior to ROTC Advance Camp. The most important characteristic of almost every successful leader cited in the manual was unquestioned integrity, coupled with a solid ethical foundation, concerning duties dealing with combat and warfare. The self-image being unflinching positive was related as the next most similar characteristic of almost every successful leader in Green Tab Leadership (1986).

Self-esteem, as related by Forsythe & Wishik (1984) develops as a result of the many experiences encountered and influences a person's actions. They postulated that individuals with high self-esteem tend to be more assertive, independent and creative than those with low self-esteem. It is also suggested that individual's with high self-esteem are more confident of their view of the world and are therefore not as

easily overwhelmed by rapidly changing situations. These are traits found in successful leaders.

In explaining self-esteem as essential for psychological survival, Mckay and Fanning (1987) relate that without some positive measure of self-worth, life can be enormously painful, with many basic needs going unmet. They explained that this can lead to individuals avoiding anything that might aggravate self-rejection by taking fewer social, academic, or career risks and by not pushing hard for something where they might not succeed.

Bass (1990) also indicated that high self-esteem in leaders allows them to accept people as they are and allows leaders to focus on the present rather than the past. He goes on to relate that a leader with high self-esteem does not need constant approval and recognition and is as courteous to close colleagues as to strangers. Leaders can therefore concentrate on the task at hand.

Research Review

While few research based studies have been conducted with self-esteem and leadership achievement as variables, a number of studies have found self-esteem, or self-worth, to be higher in effective leaders.

In a study of 545 entering cadets at the United States Air Force Academy for the prediction of leadership performance, Hendrick (1982) found that in addition to other criteria, personality or biographical characteristics are related to leadership. Additionally, Stake (1983), in a study of low-performance women, found that those with low self-esteem were more leader-like when their self-esteem was improved. This allowed them to exhibit more leader-like behaviors once their self-esteem was improved.

Andrews (1984), found that among 64 college undergraduates, those with high self-esteem were more likely to emerge as leaders of their groups in areas such as offering problem-relevant information, giving

sound opinions, and making relevant procedural suggestions.

In a more recent study, based on data from 422 naval personnel and their immediate supervisors Tetrick (1989), in comparing two models relating to leader behaviors found that, in addition to other things, psychological influence increases intrinsic motivation in leaders. Kaplan (1990) conducted a study of character change and self-worth of executives who were leaders of their organization. He concluded that a whole life approach, including improving an individual's perception of self-worth has the potential of helping executives effect internalized, lasting change in who they are and how they lead.

Chapter III

Design of the Study

General Design of the Study

This data based study took place at five select Universities in the state of Illinois (Eastern Illinois University, Western Illinois University, Southern Illinois University-Carbondale, The University of Illinois-Urbana/Champaign, and Illinois State University) and Fort Lewis, Washington, in the spring and summer of 1993. Junior level ROTC Cadets from the five select Universities scheduled to attend ROTC Advance Camp in the summer of 1993 were administered the Barksdale Self-Esteem Evaluation Number 35 (Appendix A) in April of 1993 on their respective campuses. The self-report evaluation was used as a self-esteem index, or reference point, for gauging the cadets' statement of present condition of their self-esteem. Scores on this scale can range from a minus 75 to a plus 75.

The same junior level ROTC Cadets were evaluated on their achievement at the Fort Lewis, Washington ROTC Advance Camp in the summer of 1993. This evaluation assessed their achievement in relation to the 16 leadership dimensions discussed in Chapter One (Appendix B). As this is the standard criteria for leadership assessment utilized by the United States Army ROTC Cadet Command, it was also utilized at the ROTC Advance Camp held at Fort Lewis, Washington, in the summer of 1993. Scores on this scale are based on a five point scale of 5, 4, 3A, 3B, and 3C (with 5 being the highest).

An analysis of the results was made in relation to the hypothesis that there would be a positive relationship between self-esteem and leadership achievement at ROTC Advance Camp. Conclusions were drawn and recommendations were made.

Sample and Population

The sample consisted of the 66 cadets completing the self-esteem evaluation and ROTC Advance Camp. The population consisted of the 92 junior level ROTC Cadets

enrolled in the five Universities scheduled to attend ROTC Advance Camp in the Summer of 1993. Cadets who were disenrolled from ROTC during this time, for reasons other than leadership potential (i.e. failure to pass a physical exam, low GPA barring attendance at advance camp), or who did not complete the self-esteem evaluation were not included in the sample.

Data Collection and Instrumentation

The criterion measure utilized for this study was the Barksdale Self-Esteem Evaluation Number 35 and the ROTC Advance Camp Achievement Score. Barksdale (1972), related that this Self-Esteem Evaluation is a reliable and valid instrument for measuring self-esteem in young adults. Palmer (1990) related that the ROTC Leadership Assessment Program, with ROTC Advance Camp as the assessment vehicle, is the U.S. Army's most successful established leadership assessment program. The Barksdale Self-Esteem Evaluation has been utilized in assessing self-reports of self-esteem since 1972 and the ROTC Advance Camp Achievement Score has been

utilized since 1984 in evaluating and assessing leadership potential of ROTC Cadets.

Like any self-report test, some caution is necessary in interpreting the data from the Barksdale Self-Esteem Evaluation as total honesty in completing the evaluation was necessary to obtain as valid a score as possible. The ROTC Advance Camp Achievement Score is a widely accepted, reliable and valid measuring instrument within the United States Army for measuring leadership potential.

The study, showing the degree of relationship between two variables, used the Barksdale Self-Esteem Evaluation as one variable with a range of possible scores from a minus 75 to a plus 75. The other variable was the leadership achievement score received at ROTC Advance Camp. As the purpose of the study was to show the correlation between two variables, the variables were not manipulated.

The Barksdale Self-Esteem evaluation was administered to the cadets from the five Universities during the month of April, prior to their attendance at

ROTC Advance Camp, by a Military Science Professor at their respective University. The results of the self-esteem evaluation were consolidated at each University and mailed to the Military Science Department at Eastern Illinois University for recording and processing.

The ROTC Advance Camp performance data was tabulated by computer at Fort Lewis, Washington and mailed to the Military Science Department at Eastern Illinois University upon the completion of ROTC Advance Camp in 1993.

Data Analysis

As the study was designed to describe the relationship between two variables, a coefficient of correlation of the measures was made to record the significance of any relationship found. Four tables were utilized to present the scores of the Barksdale Self-Esteem Evaluation test (-75 through +75) and the achievement scores from the ROTC Advance Camp (3C through 5).

Data were also displayed with a frequency distribution of the scores for both variables. Analysis was completed utilizing the Pearson r correlation index to ascertain whether there was a significant positive correlation between the two variables. The data was processed by computer, in August of 1993, at Eastern Illinois University.

Chapter IV

Results

Introduction

This study examined the relationship between an individual's self-esteem and achievement at ROTC Advance Camp. The problem that led to this study was that relational studies have been conducted utilizing self-esteem and achievement as variables, but no known study had been conducted with achievement in a ROTC leadership development and assessment setting as a dependent variable. This chapter presents the results of the study.

The results are presented utilizing the following four tables:

1. Self-Esteem Index Results
2. ROTC Advance Camp Achievement
3. Comparison of Self-Esteem Scores to ROTC Advance Camp Achievement
4. Comparison of Self-Esteem Score Averages to ROTC Advance Camp Achievement

The results of the two variables (the Self-esteem score and achievement at ROTC Advance Camp) were then tabulated and compared to the Pearson r correlation coefficient to test the research hypothesis. The research hypothesis tested was that there would be a positive relationship between self-esteem and achievement at ROTC Advance Camp.

Self-Esteem Index Results

Of the 92 ROTC Cadets scheduled to attend ROTC Advance Camp at Fort Lewis, Washington in the summer of 1993, from the five universities surveyed, 66 responded to the Self-Esteem Index. This was a response rate of 72%. The possible range of scores on the self-esteem index were from a minus 75 to a plus 75 (-75 - +75). The scores achieved by the ROTC Cadets ranged from a minus 19 to a plus 65 (-19 - +65). The mean was 31, the median 31, and the mode was 26 and 38 (or bimodal).

Depicted in Table 1 are the scores achieved on the self-esteem index.

Self-esteem and achievement

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Table 1
Self-Esteem Index Results

1	2	3	4
<u>Interval</u>	<u>Frequency</u>	<u>Cumulative Frequency</u>	<u>% Cumulative Frequency</u>
+50 - +68	9	66	100
+31 - +49	26	57	86
+12 - +30	20	31	47
- 7 - +11	9	11	17
-26 - - 8	2	2	03
Total	66		

The scores attained on the self-esteem index were classified into intervals that depict representation within standard deviations about the mean.

Self-esteem and achievement

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ROTC Advance Camp Achievement Results

Table 2 presents the achievement of the ROTC Cadets at the ROTC Advance Camp.

Table 2

ROTC Advance Camp Achievement

	1	2	3	4	5
				Percent	Percent
<u>ROTC Camp Achievement</u>	<u>Frequency</u>	<u>Cumulative Frequency</u>	<u>Cumulative Frequency</u>	<u>Achieved</u>	<u>Interval</u>
5	6	66	100	9	
4	14	60	91	21	
3A	41	46	70	62	
3B	4	5	8	6	
3C	1	1	2	2	
Total	66				

Table 2 showed that while only 6% of the ROTC cadets scored in the bottom two achievement categories

(3B or 3C) of leadership assessment, 30% scored in the top two achievement categories (4 or 5). The scores in the top achievement category alone (5) represented 9% of the cadets. The majority of the cadets, 62%, scored in the middle achievement category (3A).

The scores of the cadets in the bottom two categories (3B and 3C) could be categorized as marginal achievement. Scores in the top category (5) could be categorized as outstanding achievement (top 9%). A score in the achievement category (4) (top 30%) could be categorized as excellent and the middle range (3A) could be categorized as satisfactory.

Comparison of the Two Variables

A comparison of the independent variable (the score received on the self-esteem index) with the dependent variable (the score achieved at ROTC Advance Camp) was presented in two tables. The comparisons were presented to show the relationship between the variables using the standard deviation of self-esteem score as a class interval for the independent variable. The scores achieved at the ROTC Advance Camp, by

achievement category (3c through 5), was the other, dependent, variable. Averages and ranges of the self-esteem scores in comparison to ROTC Advance Camp achievement were also presented. A Pearson r correlation coefficient tested the significance.

Table 3

Comparison of Self-Esteem Scores toROTC Advance Camp Achievement

1	2	3	4	5	6	7	
ROTC Achievement	Self-Esteem Scores by <u>Standard Deviation Interval</u>						
<u>Score</u>	<u>Frequency</u>	// -26 > // -7 > // +12 > // +31 > // +50 >					
5	6	0	0	1		4	1
4	14	0	1	2		6	5
3A	41	1	7	14		16	3
3B	4	0	1	3		0	0
3C	1	1	0	0		0	0
Total	66	2	9	20		26	9

In table 3, column 1, ROTC Advance Camp achievement categories are presented. Columns 3 through 7 depict the frequency of scores attained by the cadets from the self-esteem index, by standard deviation interval. The vertical dotted line represents the arithmetic mean (31) of the self-esteem scores.

As indicated in table 3, all cadets whose ROTC Advance Camp achievement was in the bottom two categories (3B and 3C) scored below the average on the self-esteem index. Table 3 also indicates that all of the cadets, except one, who achieved in the top category (5) at ROTC Advance Camp scored above the average on the self-esteem index. The cadets who achieved in the other two categories (3A and 4, or 83% of the cadets) at ROTC Advance Camp scored from an extreme of a -10 to a +65 on the self-esteem index. Even though there was a wide range of scores in these two categories, there still tended to be a positive relationship between the score achieved on the self-esteem index and achievement at ROTC Advance Camp.

Of the 20 cadets whose ROTC Advance Camp achievement was in the top 30% (categories 4 and 5), 80% (16 of the 20) achieved above the average on the self-esteem index. Table 3 graphically portrays that as self-esteem scores increased, ROTC Advance Camp achievement scores tended to increase. This table suggests a positive relationship between the self-esteem index score and achievement at ROTC Advance Camp.

Table 4
Comparison of Self-Esteem Score Averages to ROTC
Advance Camp Achievement

<u>ROTC</u> <u>Achievement</u>	<u>Range</u>	<u>Self-Esteem Index</u>		<u>Mode</u>
		<u>Mean</u>	<u>Median</u>	
5	+30 - +57	+42	+45	+47(2)
4	+ 7 - +65	+40	+38	+38(2)
3A	-10 - +61	+29	+30	+8,26,44(3)
3B	+ 1 - +29	+18	+22	4different
3C	-19	-19	-19	-19(1)
All	-19 - +65	+31	+31	+26,38(4)

Table 4 indicates a positive relationship between the average score attained on the self-esteem index as it relates to the achievement category from ROTC Advance Camp.

A correlation of the coefficient was necessary to ascertain whether the positive relationship was significant. The values were tabulated by computer at Eastern Illinois University. The r value of the research hypothesis (H_1), that there would be a positive relationship between self-esteem and achievement at ROTC Advance camp, was .4442. The critical value of the null hypothesis (H_0), that there would be no relationship between self-esteem and achievement at ROTC Advance Camp, (utilizing the Pearson Correlation Coefficient at the .05 level of significance for a two-tail test), was .2500.

As the research hypothesis ($H_1 = .4442$) was greater than the null hypothesis ($H_0 = .2500$), the research hypothesis was accepted.

Chapter V

Summary, Findings, Conclusions, and Recommendations

Summary

The purpose of this study was to determine whether there was a positive relationship between an individual's self-esteem and achievement in a leadership development and assessment setting. The problem that led to the selection of the topic to be addressed in the study was that relational studies had been conducted utilizing self-esteem and achievement as variables, but no known study had been conducted with achievement in a ROTC leadership development and assessment setting as a dependent variable.

The hypothesis tested in this study was that there would be a positive relationship between self-esteem and achievement at ROTC Advance Camp.

The study took place at five select Universities in the state of Illinois (Eastern Illinois University, Western Illinois University, Southern Illinois University-Carbondale, The University of Illinois-

Urbana/Champaign, and Illinois State University) and Fort Lewis, Washington, in the spring and summer of 1993.

Junior level college students enrolled in ROTC programs at the five select Universities scheduled to attend ROTC Advance Camp in the summer of 1993 were administered the Barksdale Self-Esteem Evaluation Number 35 in April of 1993 on their respective campuses. The same junior level ROTC Cadets were evaluated on their achievement at the Fort Lewis, Washington ROTC Advance Camp in the summer of 1993.

The results of the study were presented utilizing four tables.

Findings

The major finding of the study was that there was a statistically significant relationship between self-esteem and achievement at ROTC Advance Camp. The research hypothesis ($H_1 = .4442$) was greater than the null hypothesis ($H = .2500$), at the .05 level of significance for a two-tail test. The research hypothesis tested, that there would be a positive

relationship between self-esteem and achievement at ROTC Advance Camp, was accepted.

Another finding was that 61 of the 66 cadets in the study (92%) had a self-report of self-esteem with a positive number. This suggested that the majority of cadets in the ROTC programs studied had a positive level of self-esteem.

All of the cadets whose ROTC Advance Camp achievement was in the bottom two categories (3B and 3C) scored below the average of 31 on the self-esteem index. While there were only five cadets included in these categories, this finding suggested that below average self-esteem is associated with marginal achievement. Additionally, all of the cadets, except one, who achieved in the top category (5) at ROTC Advance Camp scored above the average on the self-esteem index. This finding suggested that above average self-esteem is usually associated with the highest level of achievement.

Of the 20 cadets whose ROTC Advance Camp achievement was in the top 30% (categories 4 and 5),

80% (16 of the 20) achieved above the average on the self-esteem index. This finding again suggested that above average self-esteem is associated with the higher levels of achievement in a leadership development and assessment setting.

Conclusions

The study produced evidence that there is a statistically significant positive relationship between an individual's self-report of self-esteem and achievement in a leadership development and assessment setting. While this relationship is not necessarily a cause and effect relationship, it does give rise to further study in like settings.

The research presented showed that as self-esteem increased, achievement at ROTC Advance Camp tended to increase. It is concluded that by increasing an individual's self-esteem, their achievement at ROTC Advance Camp should show a corresponding increase.

Recommendations

Three recommendations have evolved from this study. First, the results of the study should be shared with the Professor's of Military Science of the five universities participating in the study. Secondly, self-esteem enhancing training should be incorporated in Advance Camp preparation programs for cadets at the ROTC program at Eastern Illinois University. Finally, the results of the study should be communicated through Army ROTC channels for consideration for an expanded study and/or inclusion into ROTC programs nationwide.

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Appendix A

Self-esteem and achievement

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Along with approximately 100 other ROTC Cadets, you have been selected to be a part of a study to ascertain whether there is a positive correlation between self-esteem and achievement at ROTC Advance Camp. Listed below are 50 statements that will be used to evaluate the present condition of your self-esteem. Please respond with "0", "1", "2", "3" as indicated.

"0" If not true; "1" If somewhat true;

"2" If largely true; "3" If true

___1. I usually feel inferior to others

___2. I normally feel warm and happy toward myself

___3. I often feel inadequate to handle new situations

___4. I usually feel warm and friendly toward all I contact

___5. I habitually condemn myself for my mistakes and shortcomings

___6. I am free of shame, blame, guilt, and remorse

___7. I have a driving need to improve my worth and excellence

___8. I have great enjoyment and zest for life

Self-esteem and achievement

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___9. I am much concerned about what others think and say of me

___10. I can let others be "wrong" without attempting to correct them

___11. I have a strong need for recognition and approval

___12. I am usually free of emotional turmoil, conflict and frustration

___13. Losing normally causes me to feel resentful and "less than"

___14. I usually anticipate new endeavors with quiet confidence

___15. I am prone to condemn others and often wish them punishment

___16. I normally do my own thinking and make my own decisions

___17. I often defer to others on account of their wealth and prestige

___18. I willingly take responsibility for the consequences of my actions

___19. I am inclined to exaggerate and lie to maintain self-image

Self-esteem and achievement

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__20. I am free to give precedence to my own needs and desires

__21. I tend to belittle my own talents, possessions and achievements

__22. I am free to speak up for my own opinions and convictions

__23. I habitually deny, alibi, justify, and rationalize my mistakes and defeats

__24. I am usually poised and comfortable among strangers

__25. I am very often critical and belittling of others

__26. I am free to express love, anger, hostility, resentment and joy

__27. I feel very vulnerable to others' opinions, comments, and attitudes

__28. I rarely experience jealousy, envy, or suspicion

__29. I am a "professional people pleaser"

__30. I am not prejudiced toward racial, ethnic, or religious groups

__31. I am fearful of exposing my "real self"

Self-esteem and achievement

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__32. I am normally friendly, considerate, and generous with others

__33. I often blame others for my handicaps, problems, and mistakes

__34. I rarely feel uncomfortable, lonely, and isolated when alone

__35. I am a compulsive "perfectionist"

__36. I accept compliments and gifts without embarrassment or obligation

__37. I am often compulsive about eating, smoking, talking, or drinking

__38. I am appreciative of others' achievements and ideas

__39. I often shun new endeavors because of mistakes or failure

__40. I make and keep friends without trying

__41. I am often embarrassed by actions of my family or friends

__42. I readily admit my mistakes, shortcomings, and defeats

Self-esteem and achievement

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__43. I experience a strong need to defend my acts,
opinions, and beliefs

__44. I take disagreement and refusal without feeling
"put down" or rejected

__45. I have an intense need for confirmation and
agreement

__46. I am eagerly open to new ideas and proposals

__47. I customarily judge my self-worth by comparison
with others

__48. I am free to think any thought that comes into my
mind

__49. I frequently boast about myself, my possessions,
and achievements

__50. I accept my own authority and do as I, myself,
see fit

___ Total of all Even numbered scores

___ Total of all Odd numbered scores

___ Self-Esteem Index

Appendix B

Self-esteem and achievement

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Advanced Camp Cadet Evaluation

Name (Last, First, Middle Initial) SSN

School Code Camp Location/Cycle Date

Overall Camp Performance (5,4,3A,3B,3C)

Physical Fitness Score

Rifle Marksmanship

Land Navigation

Leadership Dimensions "O" Outstanding "E" Excellent
"S" Satisfactory "U" Unsat

Oral Communications Administrative Control

Written Communications Oral Presentation

Initiative Sensitivity

Influence Planning & Organization

Delegation Mission Accomplishment

Technical Competence Physical Stamina

Problem Analysis Followership

Decisiveness Judgment

Name/Grade of Evaluator Signature Phone #